



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive



Candidate Information Pack

Designated Safeguarding Lead



L.E.A.D. Academy Trust

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About the Trust

Be part of an ambitious, high-performing Trust, committed to improving the lives of children and young people.

L.E.A.D. Academy Trust comprises primary and secondary academies across Nottinghamshire, Derbyshire, Leicester, Lincoln and Sheffield. Established in 2011, our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE - Chief Executive Officer

Inspiring experience

Our Trust Executives have first-hand experience of working in education, so they know what it’s like to be on the front line. We pride ourselves on the support and advice we give to all our staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff. By choosing to work with us, you will be helping to improve educational outcomes for children, young people and the local community.

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct
- Outstanding teaching and learning
- A fully inclusive approach where all children are equally important
- A climate of mutual respect between the children, staff and community
- A ‘can-do’ attitude - high aspirations for all involved with the school
- A wide range of enrichment opportunities for all to get involved in
- A celebration of all the cultures and faiths represented in the school
- An organisation in which there are no excuses for underachievement.

Supporting external trusts and schools

As well as our core offer to L.E.A.D. academies, we offer additional areas of support to external trusts, schools and organisations through L.E.A.D. IT Services and L.E.A.D. Teacher Training Hub.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.



L.E.A.D. Academy Trust
comprises of:

23
primary

..... and

3
secondary
academies

..... across

5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff



About us

Working at The Birley Academy

The Birley Academy is a popular secondary academy situated in the south east of Sheffield. We have a modern building set on a pleasant campus and enjoy excellent facilities.

The acronym L.E.A.D. embodies the four core principles at the heart of the trust: strong **leadership** at every level; **empowering** every student to aim high; giving every student the opportunity to **achieve** and constantly **driving** for improvement. At The Birley Academy, this is at the heart of everything we do.

Our students

Our students are amazing; they are hugely rewarding to work with and very capable of fantastic achievements. By supporting teaching practitioners and the senior leadership team, you will help to ensure students receive the best education available.

Strategic and supportive leadership

The senior leadership team have a clear strategic plan for the academy. As a group of leaders, we strive for continual improvements in standards and to provide the best learning experiences for all students. We are firmly focused on making the academy the best it can be. Every member of staff works tirelessly to ensure that learning is relevant, purposeful, engaging and rewarding.

We offer an excellent professional development package aimed at supporting staff at every stage of their career. We work with partners such as L.E.A.D. Teaching School Hub and Learn Sheffield, as well as a host of other nationally recognised providers.

If you join our team, you will be part of a group of enthusiastic and dedicated professionals who believe in the power of learning to shape and change the lives of young people.



Diarmaid Casey, Acting Headteacher





Benefits of being part of L.E.A.D. Academy Trust

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Competitive salary

All Trust roles* are subject to a minimum hourly rate, which is currently above the National Living Wage amount. All our support staff roles are subject to a competitive 6-point salary range, allowing for progression within the role.

Pension scheme

Automatic entry to the Local Government Average Salary (LGPS) pension scheme. Benefits include generous employer rate of contribution at minimum 17%, life cover, lower tax, survivor benefits and ill health cover.

Enhanced annual leave

Holiday allowance starts at 26 or 31 days, up to a maximum of 36 days. Term time only workers also benefit from the same annual leave entitlement paid as part of their usual monthly payroll. This varies on the role and amount of service, increasing after 5 and 10 years' service. Holiday is in addition to Bank or Public holidays.

Employee assistance programme

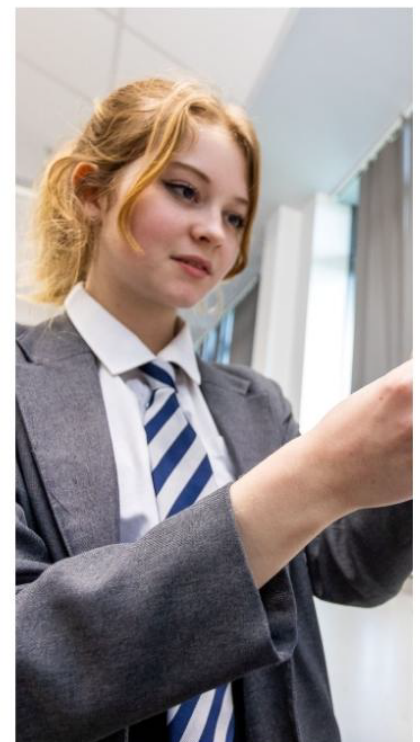
The Trust is committed to supporting staff wellbeing and partner with Health Assured to offer a comprehensive Employee Assistance Programme to all Trust employees and extends to dependent adults living the same household. This includes access to a 24/7 free phone helpline 365 days per year to access advice and support on emotional, financial, legal or other lifestyle matters.

Continuing professional development (CPD)

We provide excellent training and development opportunities within the Trust, including a full induction programme for all staff.

And more!

- Access to free Trust Occupational Health service, including physiotherapy
- Access to staff discounts and cashback for a huge range of products, including travel, shopping, insurance, motoring and utilities.
- Travel expenses for business travel at maximum HMRC mileage rate.
- Free eye tests for VDU users.
- Free seasonal flu jabs.



"Everyone is valued, everyone is supported, and if you hold the same values that L.E.A.D. has, then really consider coming to work with us."

Becky Hyder,
Safeguarding Compliance
Lead

**With the exception of
Apprenticeships*



How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to hr@birleysecondaryacademy.co.uk

CLOSING DATE: 27th February 2024

INTERVIEWS: We expect interviews to take place **6th March 2024**

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email:
hr@birleysecondaryacademy.co.uk



"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."

Rebecca Riley, Deputy Headteacher,
Huntingdon Academy



Job description

Key responsibilities and accountabilities

Designated Safeguarding Lead

Salary: SCP 32 – 37 (£40,221 - £45441)

The DSL will take responsibility under the leadership of the Deputy Headteacher and Headteacher, for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children. They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

The DSL will have ultimate lead responsibility for safeguarding and child protection.

The DSL forms part of the Academy Senior Leadership Team, they will therefore be expected to perform duties and attend meetings in line with all senior leaders in the academy.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive. These principles underpin the day to day culture for support to our academies.

Main Responsibilities:

Managing Referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care as required.
- Provide support for staff who make referrals to local authority children's social care.
- As required, refer cases to the Channel programme where there is a radicalisation concern.
- Provide support for staff who make referrals to the Channel programme.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child.
- Refer cases where a crime may have been committed to the police.
- Keep detailed, accurate, and secure written records of concerns and referrals.

Working with staff and other agencies

- Line management and development of the Safeguarding Officer(s)
- Act as a source of support, advice, and expertise for staff.
- Act as a point of contact with relevant external safeguarding partners.
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations. This includes being aware of the need for children to have an appropriate adult.
- Liaise with the 'case manager' and the local authority's designated officer(s) (LADO) for child protection concerns in all cases where a member of school staff is involved.
- Liaise with staff on matters of safety, safeguarding, and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and other relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced.
 - identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
 - Ensuring staff know which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort of students.
 - Support teaching staff to provide additional support or reasonable adjustments to help these children who have or have had a social worker reach their educational potential.

Information sharing and managing the child protection file

- Ensuring child protection files are always kept up to date.
- Keeping information confidential and stored securely.
- Ensuring that records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved; a note of any action taken, decisions reached, the rationale for this decision and the outcome.
- Ensuring child protection files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in KCSIE.
- Where children leave the school (including in-year transfers) securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file, with receipt of confirmation, and in line with the most up to date KCSIE guidance.

Raising Awareness

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures and that these are effectively followed, especially new and part-time staff.
- Ensure the school's safeguarding and child protection policies are known, understood and used appropriately.
- Work with the governing board to ensure that the school's child protection policy is reviewed annually (as a minimum) and that the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy as well as other safeguarding related policies are available and easily accessible to everyone in the school community.
- Ensure that parents have read the safeguarding policy and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- Be alert to the specific needs of children in need, those with special educational needs, and young carers.
- Establish a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the school leadership team.

Training

- Complete regular training in line with current legislation to develop and maintain the knowledge and skills required to carry out the role and meet the requirements of KCSIE, including those outlined in the 'training, knowledge and skills' section of annex C.
- Complete prevent training and be able to:
 - Support the school or college in the meeting the requirements of the prevent duty.
 - Provide advice and support to staff on protecting children from the risk of radicalisation.
- Complete training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM.
 - Report known cases of FGM to the police and where needed, help others to do so.
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role and current legislation.
- Understand the assessment process for providing early help and intervention.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Attend and contribute effectively to child protection case conferences when required to do so.
- Have relevant knowledge and skills to identify, understand, and respond to specific harm including risks to children with SEND, young carers, those with relevant health conditions, the impact of adversity and trauma, mental health and well-being and the risks of online safety.
- Understand and appreciate the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe while they're online at school.
- Have relevant knowledge of the additional risks that children with special educational needs and or disabilities (SEND) face online and the capability to support children with SEND to stay safe online.
- Access resources and attend any relevant or refresher training courses.
- Encourage among staff, a culture of listening to children and taking account of their wishes and feelings, in whatever measures the school puts in place to protect them.
- At regular intervals, access up to date refresher training e.g., in the form of e-bulletins, attending meetings with other designated safeguarding leads or by taking time to read and digest safeguarding developments and at least annually to keep up to date with any developments relative to the role.

Other responsibilities

- Undertake safer recruitment training and support the school to follow best practice.
- Contribute to safeguarding reports to the governing board.
- In conjunction with the SENDCo ensure pupils with medical conditions are appropriately supported.
- Oversight and responsibility for evacuation and lockdown procedures working in conjunction with site team and the Headteacher.
- In conjunction with the Assistant Headteacher responsible for behaviour, identify pattern and trends in relation to bullying and unkind behaviour.
- In conjunction with the Assistant Headteacher responsible for personal development ensure a robust safeguarding curriculum is in place that meets the needs of the local community.
- Work with and/or act as the Designated Teacher for LAC (if applicable).

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| | <ul style="list-style-type: none"> • Self-starter, with and ability to work independently & use own initiative to overcome obstacles | E | |
| Experience | <ul style="list-style-type: none"> • Working in an environment where experiences included taking initiative and self-motivation • Previous experience of working in a similar role • Experience of working in an education setting • Experience of managing MIS systems for reporting to management and other stakeholders • Working as a member of a team • Experience of dealing with confidential information • Experience of working within Sheffield | E E E E E | D |
| Personal Attributes | <ul style="list-style-type: none"> • Have an openness to learning and change • Have a positive attitude to personal development and training • Be able to work in ways that promote equality of opportunity, participation, diversity and responsibility • Demonstrate good interpersonal skills • Demonstrate integrity, confidentiality, impartiality and empathy • Have good interpersonal skills | E E E E E | |
| Additional Requirements | <ul style="list-style-type: none"> • This role is subject to an enhanced DBS • Hold a driving licence and have access to own vehicle • Occasional out of hours working. Eg. Evening meetings | E E E | |



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